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($0.05 \geq \alpha$)

($0.05 \geq \alpha$)

ABSTRACT

The impact of social intelligence and psychological adjustment on academic achievement within first Secondary students at Aqaba Province schools

**Jehad khader Abo Ajameh
Mutah University, 2012**

The study aimed at finding out how much can the social intelligence and psychological adjustment explain individually and collectively of academic achievement among the students of first secondary students in the schools of Aqaba.

To achieve the objective of the study a sample of (568) male and female students were chosen by randomly stratified cluster way.

The study used two scales one for the social intelligence and a scale of psychological adjustment, a validity and reliability test was made, also students grades were taken to measure the achievement of the first semester of the academic year 2011/2012.

The study found that there was statistically significant differences at ($\alpha \leq 0.05$) between each of the social intelligence and psychological adjustment to academic achievement among the students of first secondary grade schools in the province of Aqaba, and the predictability of achievement through the variables of social intelligence and psychological adjustment was available.

The results indicate that there was no statistically significant differences at the significance level ($\alpha \leq 0.05$) in both social intelligence and psychological adjustment due to major, as demonstrated by the presence of statistically significant differences in social intelligence is attributable to gender, and in favor of females, while there was no statically significant differences due to psychological adjustment attributable to gender. appropriate recommendations were provide

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Interpersonal Intelligence		-5
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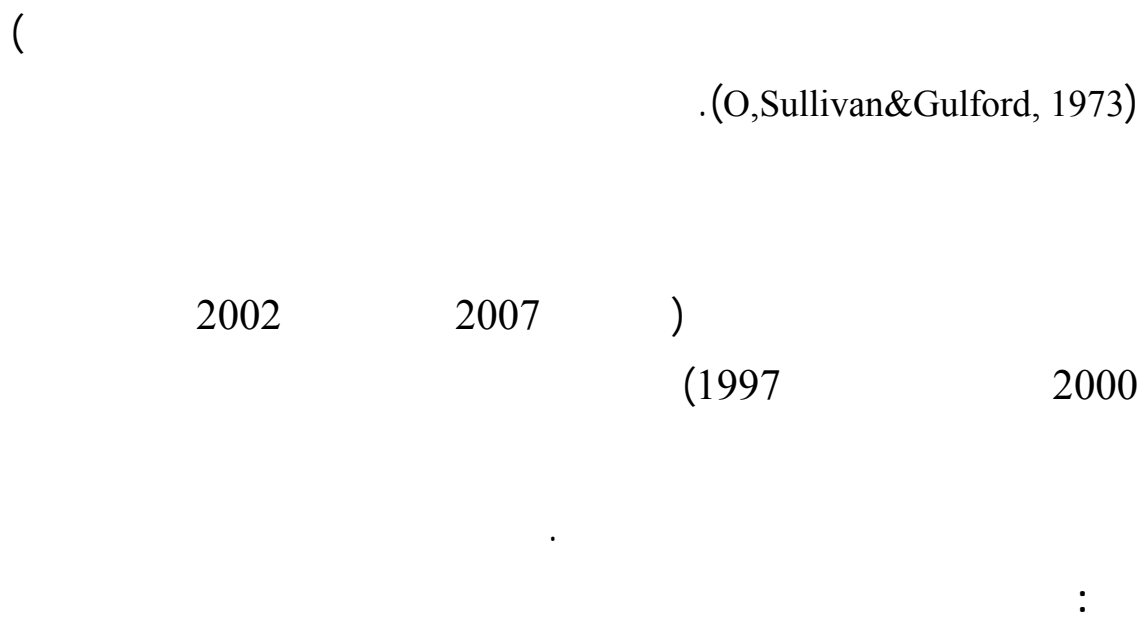
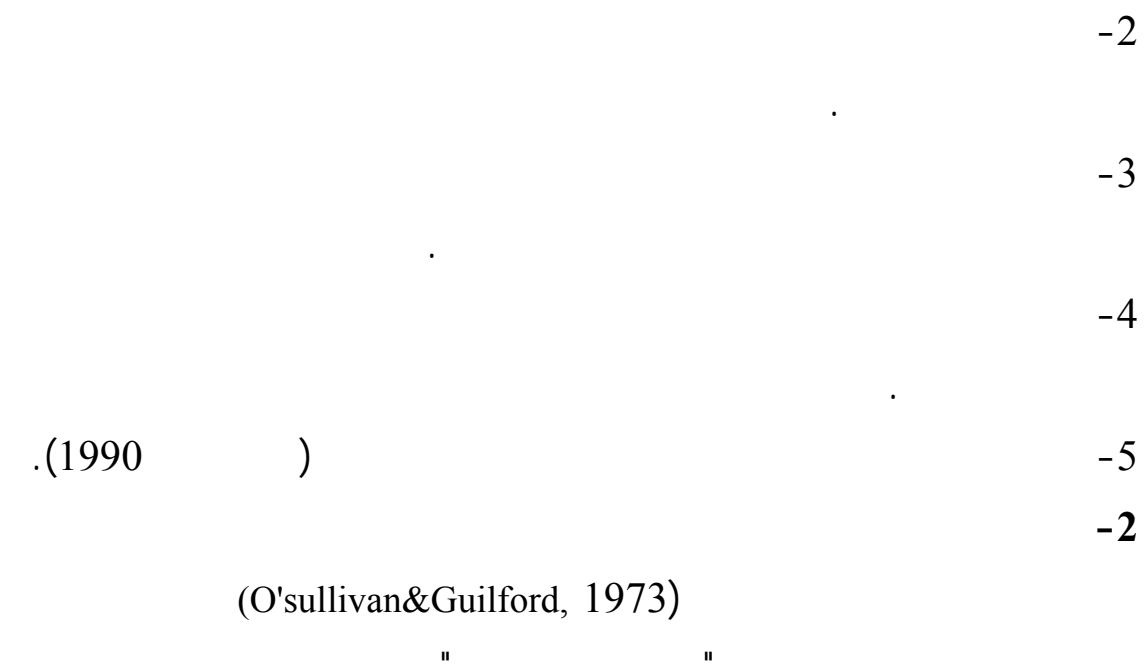
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- The relationship between "
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- " (Brown & Anthony, 1990)
- Continuing the Search for Social Intelligence

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Reggio, Messamer &)

" (Throckmorton, 1991

The relationship between social "
intelligence and academic intelligence and motivation to learn, and
academic achievement

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" (Wentzel, 1991)

Social Competence "
at School: Relation Between Social Responsibility and Academic
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A correlational study " of children's social intelligence, social influence, academic intelligence, and academic achievement

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Relative importance of social deprivation, "
intelligence, punctuality and ethnicity in predicting educational
(150) achievement.

" (Meijs,Cillessen,Scholte,Segers & Spijkerman, 2008)
Social Intelligence and "
Academic Achievement as Predictors of adolescent Popularity

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568	371	197
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.398*	.546**	23	.570**	.665**	4
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.348*	.593**	25	.608**	.720**	6
.394*	.564**	26	.514**	.580**	7
.233	.496**	27	.587**	.735**	8
.683**	.751**	28	.621**	.718**	9
.738**	.708**	29	.427**	.535**	10
.986			.876		
.677**	.674**	30	.531**	.538**	11
.640**	.639**	31	.598**	.704**	12
.763**	.760**	32	.484**	.666**	13
.805**	.817**	33	.611**	.713**	14
.464**	.480**	34	.711**	.793**	15
.693**	.674**	35	.635**	.651**	16
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: (7) (Stepwise Multiple Regression)

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(Stepwise Multiple Regression)

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.000	33.44	3474.158	1	3474.158	0.236
		103.889	566	58800.999	
			567	62275.157	
.000	27.84	2793.006	2	5586.012	0.299
		100.335	565	56689.145	
			567	62275.157	
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$$\begin{aligned}
 & (000) \quad (33.44) = (\quad) \\
 & \quad (\%29.9) \quad \text{متغير التوافق النفسي} \\
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 & \quad \quad (8)
 \end{aligned}$$

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.000	12.386		3.988	49.40
.000	5.310	0.215	0.033	0.174
.000	4.588	0.185	0.102	0.47

(8)

$$(4.588 \ 5.310) \quad (\quad)$$

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$$*0.47 + \quad \quad *0.174 + 49.40 =$$

(Cherniss, 2000)

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28.1476	3.1904
371	371
3.75197	.41223
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271	271
3.76723	.41106
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: (10) (MANOVA)

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(MANOVA) لمعرفة دلالة الفروق في

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$(0.05 \geq \alpha)$

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(0.001)=

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.001	11.681	2.064	1	2.064
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.000	20.758	3.669	1	3.669
.816	.054	.938	1	.938
		.177	564	99.672
		17.402	564	9814.999
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